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AUTHOR Hodges, Laura J.
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ABSTRACT

These guidelines are intended to assist library staff in making provisions for mentally retarded patrons. An initial assessment of the staff attitudes is recommended, followed by disability awareness exercises. Establishing contact with group homes and developmental centers is discussed, including specific steps to follow in making initial contact with potential patrons. A needs assessment is suggested for working with residential or day treatment staff and parents. Interactions with mentally retarded patrons are discussed, and the topic of building an appropriate collection of reading materials is examined. It is suggested that materials for families, caregivers, and other professionals also be made available. Finally, in-library programs are discussed. The bulk of the document consists of lists of residential centers in Florida, public and private organizations and agencies, and bibliographies of parent materials, as well as publishers of related materials and sample catalogs. (JW)

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LIBRARY SERVICES FOR PERSONS WHO ARE MENTALLY RETARDED:

GUIDELINES

Florida Department of State
Division of Library and Information Services
Jim Smith
Secretary of State
Tallahassee, Florida

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GUIDELINES

By
Laura J. Hodges
Library Consultant for Special Clientele

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Tallahassee, Florida
December, 1987

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INTRODUCTION

Throughout the United States large institutions for persons who are mentally retarded are closing or reducing their populations. This has generally been called deinstitutionalization, but it also implies that these persons are moving into different living settings. In Florida, alternative living facilities for former institution residents are opening in communities across the state.

Along with the movement to deinstitutionalize, more children with disabilities are living at home rather than another setting. Families and caregivers are finding that they need continuous support with current materials on assisting their children. Alternatives now available to living at home for the mentally-retarded person include independent living with various degrees of supervision, foster homes, group homes, cluster homes, and developmental centers.

In all of these situations, the persons involved need community information along with educational and recreational support and activities. While some of the services provided in large institutions are being duplicated in the new living situations, many auxiliary services are being provided from the community to allow persons who are mentally retarded to live more normally. A service provided to both staff and residents in institutions is that of an active library program that serves the needs of the entire facility. The public library is an important resource that can continue to do this for its new community residents.

Persons who are mentally retarded and living in the community, staff assisting them and families have have specific needs that can be met by the public library. Along with its basic services, the public library offers an accessible community activity that can be used on a regular basis at no cost. This is a crucial aspect of library services that librarians need to be acutely aware of. Many librarians feel they need extra funds or personnel to serve the mentally-retarded patron. Both would be helpful but neither is necessary. If your library is open afternoons, evenings and weekends and your staff is ready to serve the public, you have the basic prerequisites for service.

These guidelines are to assist in making the provision of services easier for both library staff and for their patrons who are mentally retarded.

ATTITUDE OF LIBRARY STAFF

The first step in providing service is an honest assessment of your staff's attitude. There are many feelings that may need to be addressed. Not always will it be easy to talk about them openly. These are some of the possible emotions that may be experienced:

1) Anger and Resentment - "I have enough to do." "I don't know anything about mentally-retarded people, and I don't want to." "I don't know what to do." "They can't read - what are they doing here?"
2) Fear - usually of the unknown. "I don't want to do the wrong thing - it might provoke hurt feelings or violence."
3) Embarrassment - not feeling able to assist a mentally retarded person. "I feel uncomfortable being with a mentally-retarded person."

Get your staff to talk openly. Listen to their concerns and do not be judgmental.

There are many ways of handling a staff introduction to patrons who are mentally retarded.

Disability awareness exercises are excellent discussion openers and are best administered by a non-staff person. Materials for these exercises can be accessed through your local FDLRS (Florida Diagnostic and Learning Resource System) or state FDLRS office (see Florida addresses in appendix). Request a librarian working with the mentally retarded do the disability workshop and to discuss the services she provides. Check with your local school board for a contact person. If you are close to a Sunland, contact the librarian there.

Using a librarian to give the overview and leading the exercises is ideal as professional understanding is present. It is more important, however, to have a person who is working with persons who are mentally retarded so that specific concerns can be addressed. If you cannot locate a qualified person to assist, contact the State Library Consultant for Special Clientele for a referral.

If your staff is already serving or is positive about serving mentally-retarded patrons, it is still a good idea to have an overview to reinforce what they are doing.

A question and answer period is important. Emphasize that all questions should be asked no matter how specific or general. Concerns need to be aired and addressed. One technique that encourages comments is to request all staff to write down their questions/concerns anonymously for submission to the discussion leader. This is done when the workshop is first announced.

After the workshop/overview is completed, arrange **a tour** for library staff to visit a local day or residential facility serving potential patrons. This has proved very effective in making library staff feel more comfortable about providing assistance at the library. Meeting people where they live, work, or go to educational classes, allows the library staff and patrons to get to know each other before a visit to the library is made.

It is not fair to expect your staff to be completely positive about extending services to mentally-retarded patrons. Some staff will intuitively be relaxed in the same way that some persons work better with children, the elderly, or any other special clientele. It is not right, however, for staff to always rely on the same person to assist mentally-retarded patrons. Groups and individuals would be very aware of having to wait for a certain library staff person to assist them. The entire staff needs to feel comfortable in order to make your patrons feel welcome. When staff attitude problems occur, it is usually because staff is unsure of the patron's limitations and doesn't want to hurt someone's feelings. If the library staff member is attempting to assist a patron, that attempt to help will be remembered whether or not the question was answered or the item found.

CONTACTING PATRONS

Although group homes and some ICF/MR's have been operating for over 5 years, the majority of the clusters and developmental centers have opened since 1982. This is not a long time for a 24-hour total care facility to be in operation. Staff turnover at residential centers tends to be constant because of the size of staff required and burnout from required job duties and low salaries. Primary services such as medical needs, food services, and transportation can take time to establish and work through problems. Community activities are important but sometimes have to play a secondary role to life-support needs.

Administrators of residential facilities are always interested in providing community experiences for the people they serve. Libraries are not always considered as a possibility in the planning of community outings. This is due to many factors. One reason can be that staff are not library users and, in that case, the librarian must also orient staff and parents to the library and what it can provide for them. Another reason can be that visiting the library is not always perceived as a recreational activity. The role of the public library as a source for recreational reading as well as an informational center must be made clear to the administrator or families as well as the mentally-retarded persons that you will be serving. Activity planners are looking for community

experiences that are available on weekends and at nights as most of their clients are involved in school, job or vocational training during the day. Often, library hours are not widely known. Because of these main reasons for non-usage, the librarian must initiate contact.

Below is a suggested method for making initial contact with potential patrons.

1. Check your district HRS office for the location of all types of residential facilities. A list of clusters and developmental centers is in the appendix along with the addresses for HRS district offices. New facilities will be opening, so ask to be notified by HRS when that occurs.
2. Send the facilities a letter with a brief overview of your services and invite them to the library. Place the centers on your mailing list if you have one.
3. Send brochures or any publicity on the library in multiple copies with your letter.
4. When advertising by radio, newspaper, television, or word of mouth, always emphasize that all programs are open to the public and accessible to the disabled.
5. Inform center staff how the library generally advertises events so they can plan activities accordingly.
6. After the letter is sent, telephone the center to establish a contact person both at the library and the center to arrange for tours of both locations.
7. Request that center staff assist library staff in getting acquainted with residents in order to provide better service.
8. Locate persons living at home through your county Association of Retarded Citizens (ARC of Florida can provide addresses for local ARC programs - see Florida Agencies in appendix). Contact known day training or work programs and the special education office of your county school board and advertise library services through them. HRS keeps track of these programs.
9. Request that the agencies serving people living at home advertise the library and its programs.
10. Request input and feedback from residential and day programs staffs on the best ways to reach the families of their clients.

WORKING WITH RESIDENTIAL OR DAY TREATMENT STAFF AND PARENTS

As with any other target group, a needs assessment is the best tool to use in gauging the interests, needs, and attitudes of those to be served. It can be extensive or brief depending on your library's capabilities. Use the agencies/groups that you have contacted about library services as your target group. You can do this formally with a

written questionnaire to all known groups or through random sampling by telephone or interviews. Questions should include a list of library services available and let respondents indicate which ones they are interested in. Subject needs and interests of your new patrons should also be reflected in the questions. It will be time well spent and will also show your potential patrons that you care about their needs.

Families can be reached through the groups/agencies approached. Ask agencies to request that parents respond to the library's needs assessment.

Assumptions can never be made about center staff or families. Mental retardation occurs in all families regardless of income or educational levels. Staff awareness of library services will also vary greatly depending on their personal knowledge of the library and how well they know their clients. The best example in my personal experience is that I assumed center staff would realize that they did not need their library cards to return books. In other words, negotiate with each patron or group as you would with any other unfamiliar user of library services to ascertain their abilities, needs, and interests.

If residents are physically unable to come to the library, arrange for outreach services -- small deposit collections or a bookmobile stop at the residential or day center. Involve center staff and families in choosing materials and programming for this group. If you are unable to do outreach, encourage staff/families to pick up library resources for their clients/children. Encourage feedback from staff and residents on the types of materials and programs provided. It is most important that anyone assisting a mentally-retarded person be aware of library policies, programs, and collections. If specific programming is arranged for residents, always do the planning with the center contact person. You will obtain valuable guidance and have better attendance with this coordination.

Family members of disabled persons can benefit from a supportive community resource that helps them access information and provides a welcome atmosphere for their family. Community Information and Referral files, parenting materials, and catalogs of assistive devices are examples of the types of services that libraries can offer.

Inform center staff and families how to obtain materials from the DBS Library for the Blind and Physically Handicapped and the FDLRS Clearinghouse (addresses in appendix). Both have catalogs of materials that are loaned free of charge. Also, advertise the film and interlibrary loan services from the State Library often as additions to your program. Encourage them to use these audiovisual resources for in-service training and community programs.

WORKING WITH MENTALLY RETARDED PATRONS

As with all parts of this manual, this section only suggests how to initiate and continue services with mentally retarded patrons. If you devise a method that works, stay with it.

Tours and library instruction should be handled in the same manner that you would use with other groups. Ask the group leader about the level of understanding and the needs of the group and proceed accordingly.

Decide with families/staff how the circulation of materials will be handled before the tour and let the group know how they can borrow materials.

If individuals are getting library cards, assistance will be needed in filling out application forms. Repeat procedures and rules until you feel individuals/groups understand. You may also have to repeat and explain this on subsequent visits. Staff accompanying new patrons are being paid to be there, so make sure they also know rules and procedures to help their clients both at and away from the library.

The concept of mainstreaming and normalization emphasizes equal access and treatment. Mentally-retarded patrons should follow the same rules as other patrons and suffer the same consequences if these rules are abused.

Some librarians consciously overlook fines, damages, or lost materials in order not to "upset the patron." This well-meant action, however, is detrimental to the mentally-retarded patron as it condones his/her inappropriate actions. You must continue to repeat rules and regulations. Repetition is crucial to learning for a mentally-retarded person. Patience is crucial to a librarian's outlook on serving this clientele.

Problems are best dealt with directly and at the time of occurence. This may also be difficult for staff. Remember that expecting acceptable behavior from retarded persons is beneficial to them as you are treating them the way you would any other patron.

Often you will have to explain what is acceptable behavior in the library. It may be the first time in the library for residents, their families, and caregivers. Again, don't assume that everyone will understand what is acceptable or library behavior. Explain general rules as you would to any new group and give reminders as necessary. Ask for staff/families and student/resident participation in becoming familiar with the library and its services.

COLLECTION DEVELOPMENT

Library staffs often express that there are not materials appropriate for mentally-retarded persons in their collection. The existing collection needs to be reviewed with a new outlook. Does your collection include audiovisuals? Films, videos and audiocassette tapes, filmstrips, and slide/tape programs that are recreational and informational are of special interest to this group. There are a few publishers that produce items for mentally-retarded persons and they are listed in the appendix along with a list of publishers of high interest/low vocabulary materials. Also attached is a list of materials to assist library staff in serving mentally-retarded persons. Entertainment films are appropriate to use for programming and for checkout. All types of music are especially popular in audio and video format.

Magazines with pictures such as Ranger Rick, any of the teen magazines, and People - type publications have been well received. Comic books, childrens, young adults, and adult books with the story told primarily by pictures are also popular. Non-fiction is utilized as much as fiction. Informational and how-to-do-it books with pictures or step-by-step instructions are appropriate. Photographic or comic strip adaptations of movies, stories, and biographies are especially popular.

The children's and young adults' collections are good resources to begin with; however, don't leave out the rest of the collection in an introduction to the library or in providing reference assistance. Newspapers, magazines, and the adult collections can also be utilized and enjoyed. Again, each patron's level of understanding and need will have to be discerned on an individual basis.

Age appropriateness is a term that applies to both people who cannot read, as well as mentally-retarded persons. It refers to providing materials on a level that can be understood, yet reflects the age of the person requesting the materials. While this is a concern, many of your patrons' requests and interests will need to be filled by the children's collection.

Library Services and Construction Act (LSCA) funds can be applied for to begin or expand a program of services. There is a handicapped category within Title I of the LSCA program. Community agencies, groups and individuals already working with the mentally retarded should be involved in determining the need, how best to meet it, and proposal planning for services and materials.

Libraries can also assist other agencies as they apply for funds which could include materials to add to the library collection. Members of the local Association for Retarded Citizens should be very willing to assist in either of these processes. Many libraries are providing services without extra funds.

MATERIALS FOR FAMILIES, CAREGIVERS AND OTHER PROFESSIONALS

Having a file of catalogs of materials of interest to persons with disabilities can assist in filling the needs of disabled persons, their families, and caregivers. A list of catalog publishers and addresses with a brief description of products is listed in the appendix. These can be ordered in multiples for both in-library and circulating use.

As families continue to take a more active role in their children's lives, new materials are made available to assist them. Most of these are reviewed by the professional library literature. Request that families and center staff assist by recommending materials they are familiar with or help in the materials selection process.

Exceptional Parent is a recommended publication to have in your collection. It publishes annual directories of organizations, discusses technological advances, and includes book reviews and articles.

Computer Disability News is also recommended as another low cost source for materials and resources. Computers have been used successfully with and by mentally-retarded persons. Both major computer companies have developed software and adaptive devices appropriate for this group. The Exceptional Parent publishes a yearly Resource Directory of Computer and Communication Technology in their October issue. This lists clearinghouses and publications, as well as commerical vendors.

The National Association for Retarded Citizens publishes extensively in brochure, pamphlet, book, and audiovisual format. Other organizations and agencies listed in the appendix publish materials at low or no cost.

Vertical files are a good method to keep brochures and other current information. Seek a volunteer to assist with this task if staff is not able to establish or expand a vertical file to include information on disabilities and related information.

If staff and families know that the library also has materials to assist them in their jobs and lives, they are more likely to continue utilizing services for their clients and children.

Parents and other family members are the "front-line" professionals and can also become strong advocates for the library if it offers services for their family. Involve them as much as possible in the planning and implementation of services.

COLLECTION ARRANGEMENT

In all libraries, there is a discussion at one time or another on special collections versus interfiled materials. The entire collection should be available with assistance provided by library staff for patrons who are mentally retarded. Setting up a special area for patrons, staff, and parents will limit their selection. To incorporate the idea of mainstreaming at the library, materials added should be cataloged and shelved in their normal place.

PROGRAM PLANNING

After you have determined your target group, where they live, and acquire services in the community, programs can be planned.

In-library programs can include, but not be limited to: storyhours, flannel boards, audiovisual programs, booktalking, arts and crafts workshops, and musical programs as well as cosponsoring informational programs on specific topics of interest for this group and the general public on mental retardation. A repeating of library rules and time for questions should be included in each program. Ongoing in-library programming should be advertised as described in the "Contacting Patrons" Section.

Planning for special programs specific to this clientele can include families or staff assistance in choosing themes and materials and deciding on the best times for programs.

There are some residential facilities that have residents who will be unable to visit the library due to limiting physical conditions. Alternative methods of service include a bookmobile or van stop at the center, a deposit collection maintained either by library or residential staff, or staff and family access to materials at the library for those unable to come themselves. Audio and visual materials are most important for the homebound. Programming brought to the center by library staff is ideal. Providing program materials and suggestions to parents and staff who will then do the programming at the centers is also appropriate. In-library useage of materials and attendance at programs, however, is always preferable as it allows your patrons to experience the library as a community member.

The following lists of residential centers, organizations and bibliographies are to assist in planning and implementing services. Contact the State Library Consultant for Special Clientle if more assistance is needed.

CLUSTER HOMES/DEVELOPMENTAL CENTERS IN FLORIDA

Fort Walton Beach Developmental Center
113 Barks Drive
Ft. Walton Beach, FL 32548
(904) 862-0108

Hillsborough County Developmental Center
14219 North 30th Street
Tampa, FL 33612
(813) 971-3490

Fern Park Developmental Center
230 Fern Park Blvd.
Fern Park, FL 32730
(305) 331-7231

Pensacola Developmental Center
One Villa Drive
Pensacola, FL 32506
(904) 453-2323

Pensacola Cluster
9460 South University Parkway
Pensacola, FL 32514
(904) 478-2078

Hodges Cluster
3615 Hodges Blvd.
Jacksonville, FL 32224
(904) 241-4173

Kinkaid Cluster
5808 Kinkaid Road
Jacksonville, FL 32244
(904) 777-0460

Point West Cluster
4550 Ricker Road
Jacksonville, FL 32210
(904) 778-0935

Eagles Watch Cluster
1725 5th Street
Daytona Beach, FL 32017
(904) 252-5722

Panama City Developmental Center
P.O. Box 456
Panama City, FL 32401
(904) 769-7636

Bayshore Cluster
2059 Lisenby Avenue
Panama City, FL 32405
(904) 785-4691

Northeast Florida State Hospital
Highway 121, Box 194
Macclenny, FL 32063
(904) 259-6211

Lake City Cluster
411 North Gwen Lake Blvd.
Lake City, FL 32055
(904) 755-6104

Ocala Cluster
3205 Southeast 17th Street
Ocala, FL
(904) 694-1114

St. Petersburg Cluster
1101 - 102nd Avenue, North
St. Petersburg, FL 33702
(813) 576-0492

Greentree Court Cluster
2160 Greentree Court
Bartow, FL 33830
(813) 533-0837

Avon Park Cluster
55 East College Drive
Avon Park, FL 33825
(813) 452-5141

Skipper Road Cluster
2611 Skipper Road
Lutz, FL 33549
(813) 972-2608

Williams Road Cluster
3119 Williams Road
Brandon, FL 33511
(813) 623-1908

Laurel Hill Cluster
7549 Laurel Hill Road
Orlando, FL 32818
(305) 298-8121

Sunrise Cape Coral Cluster
2821 Pine Island Road, West
Cape Coral, FL 33909
(813) 283-3666

Flamingo Drive Cluster
1285 Flamingo Drive
Lantana, FL 33462
(305) 533-0555

Pembroke Pines Cluster
871 Southwest Douglas Road
Pembroke Pines, FL 33025
(305) 432-6027

Pediatric Cluster
1730 Northeast 31st Avenue
Gainesville, FL 32601
(904) 395-1094

39th Ave. Cluster
5915 Northwest 39th Avenue
Gainesville, FL 32605
(904) 378-2040

Sunrise Adult Services
1180 North Krome Avenue
Homestead, FL 33030
(305) 245-6219

Sunrise III-Corry
21381 Southwest 312 Street
Homestead, FL 33030
(305) 248-3854

Cutler Road Cluster
11000 Southwest 220th Street
Miami, FL 33170
(305) 238-7145

Sunrise I-Ambrose
16300 Southeast 216th Street
Miami, FL 33170
(305) 248-3701

Sunrise II-Naranja
15190 Southwest 272th Street
Naranja, FL 33132
(305) 245-9265

Quail Roost Cluster
19500 Quail Roost Drive
Miami, FL 33177
(305) 255-4090

Princeton Clusters
25005 Southwest 133rd Avenue
Princeton, FL 33070
(305) 258-0794

McCauley Cluster
1385 McCauley Road
Tallahassee, FL 32308
(904) 878-0808

Tallahassee Developmental Center
455 Appleyard Drive
Tallahassee, FL 32304
(904) 575-0619

Mahan Cluster
2034 Mahan Drive
Tallahassee, FL 32308
(904) 878-0143

Dorchester Cluster
3201 Ginger Drive
Tallahassee, FL 32301
(904) 878-6501

STATE INSTITUTIONS SERVING MENTALLY RETARDED PERSONS

Many residents benefit from and enjoy visits to their local public library. Contact the library number to offer services.

Florida State Hospital
Chattahoochee, FL 32324
(904) 663-7671-Library

Gulf Coast Center
Route 1, Box 506
Buckingham Road
Ft. Myers, FL 33905
(813) 694-2151-Library

Landmark Learning Center
20000 Northwest 47th Avenue
Opa Locka, FL 33055
(305) 624-9671, Ext. 338-Library

Sunland Center at Gainesville
Post Office Box 1150
Gainesville, FL 32609
(904) 395-1650-Library

Sunland Center at Marianna
Post Office Box 852
Marianna, FL 32446
(904) 526-2123, Ext. 265-Library

FLORIDA
HEALTH AND REHABILITATIVE SERVICES
DEVELOPMENTAL SERVICES

District I

Residential Director
Post Office Box 12836
Pensacola, FL 32576
(904) 436-8253; SUNCOM: 695-8253

District II

Residential Director
2639 North Monroe Street
Suite 200-A
Tallahassee, FL 32303
(904) 487-1992; SUNCOM: 277-1992

District III

Residential Director
1000 Northeast 16th Avenue
Building G
Gainesville, FL 32609
(904) 395-1046; SUNCOM: 666-1005

District IV

Residential Director
Post Office Box 2417F
Jacksonville, FL 32231
(904) 723-2050; SUNCOM: 675-2050

District V

Residential Director
2255 East Bay Drive
Room 122
Clearwater, FL 33546
(813) 536-5911; SUNCOM: 568-1388

District VI

Residential Director
4000 West Buffalo Avenue
Tampa, FL 33614
(813) 272-3400; SUNCOM: 571-3400

District VII

Residential Director
400 West Robinson
Suite 801
Orlando, FL 32801
(305) 423-6263; SUNCOM: 344-6263

District VIII

Residential Director
Post Office Box 06085
Fort Myers, FL 33906
(813) 936-2211; SUNCOM: 531-1179

District IX

Residential Director
Post Office Box 3084
Lantana, FL 33462
(305) 586-7220; SUNCOM: 428-1281

District X

Residential Director
201 West Broward Boulevard
Ft. Lauderdale, FL 33301
(305) 467-4274; SUNCOM: 453-4274

District XI

Residential Director
491 Northwest 2nd Avenue
Room 320
Miami, FL 33128
(305) 377-5049; SUNCOM: 452-5049

FLORIDA ORGANIZATIONS AND AGENCIES

State Agencies

Department of Health & Rehab. Services
Children's Medical Services Program Office
1311 Winewood Boulevard
Tallahassee, FL 32399
(904) 487-2690

Department of Health & Rehab. Services
Developmental Services Program Office
1311 Winewood Boulevard
Tallahassee, FL 32399
(904) 488-4257

Department of Health & Rehab. Services
Vocational Rehabilitation
1309 Winewood Boulevard
Tallahassee, FL 32301
(904) 488-6210

FDLRS/Clearinghouse
Bureau of Ed. for Exceptional Children
Florida Department of Education
Knott Building
Tallahassee, FL 32301
(904) 488-1879

Florida Division of Blind Services
Library for the Blind & Phys. Handicapped
Post Office Box 2299
Daytona Beach, FL 32019

Advocacy Center, Inc. for Persons with Disabilities
2661 Executive Center Circle, West, Suite 209
Tallahassee, FL 32301
(904) 488-9071

State Library of Florida
Audiovisual Section
R. A. Gray Building
Tallahassee, FL 32399-0250
(904) 487-2651

State Library of Florida
Interlibrary Loans Section
R. A. Gray Building
Tallahassee, FL 32399-0250
(904) 487-2651

Private Agencies

Assoc. for Retarded Citizens of Florida
(ARC of Florida)
106 North Bronough
Tallahassee, FL 32301
(904) 681-1931

On The Job Training Project Office
2815 Clearview Place, Suite 500
Atlanta, GA 30340
(404) 458-8024
(Serves Floridians)

Parent Education Network/Florida
2215 East Henry Avenue
Tampa, FL 33610
(813) 239-1179

United Cerebral Palsy of Florida
2720 Blairstone Road
Tallahassee, FL 32301
(904) 878-2141

NATIONAL ORGANIZATIONS AND GOVERNMENTAL AGENCIES

These organizations have free or low-cost materials. For a complete listing of agencies, see the September issue of Exceptional Parent. Write for information and publication lists.

Administration on Developmental Disabilities
Dept. of Health & Human Services
200 Independence Ave. SW
336 East Humphrey Bldg.
Washington, D.C. 20201
(202) 245-2890

American Association on Medical Deficiency
1719 Kalorama Road, Northwest
Washington, D.C. 20009-2684
(202) 387-1968

American Coalition of Citizens With Disabilities
1012 14th St., NW, Suite 901
Washington, D.C. 20005
(202) 628-3470

The Association for Persons With Severe Handicaps
7010 Rosevelt Way, Northeast
Seattle, WA 98115
(206) 523-8446

Association for Retarded Citizens of the U.S.
Post Office Box 6109
2501 Avenue J
Arlington, TX 76011
(817) 640-0204
(800) 433-5255

Coalition on Sexuality and Disability
122 East 23rd Street
New York, NY 10010
(212) 242-3900

Coordinating Council for Handicapped Children
20 East Jackson, Rm 900
Chicago, Il 60604
(312) 939-3513
(312) 939-3519 (TDD)

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Epilepsy Foundation of America
4351 Garden City Drive
Landover, MD 20785
(301) 459-3700

Help for Incontinent People
Post Office Box 554
Union, SC 29379
(803) 585-8789

National Association of Private Residential Facilities for the Mentally Retarded
6400 H Seven Corners Place
Falls Church, VA 22044
(703) 536-3311

National Autism Hotline
Autism Services Center
10th Ave. & Bruce
Huntington, WV 25701
(304) 525-8014

National Committee on Arts for the Handicapped
1825 Connecticut Avenue, NW
Suite 417
Washington, D.C. 20009
(202) 332-6960

National Downs Syndrome Congress
1800 Dempster Street
Park Ridge, IL 60068-1146
(312) 823-7550; (800) 232-6372

National Downs Syndrome Society
141 Fifth Avenue
7th Floor
New York, NY 10010
(800) 221-4602

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
(312) 243-8400; (312) 243-8880 (TDD)
(800) 221-6827

National Foundation of Dentistry
for the Handicapped
1250 14th Street, Suite 610
Denver, CO 80202
(303) 573-0264

March of Dimes
Birth Defects Foundation
303 South Broadway
Tarrytown, NY 10591
(914) 428-7100

National Information Center
Handicapped Children and Youth
Post Office Box 1492
Washington, D.C. 20013
(202) 522-3332

National Information Center for
Orphan Drugs and Rare Diseases
Post Office Box 1133
Washington, D.C. 20013-1133
(800) 336-4797

National Library Services for the
Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, Northwest
Washington, D.C. 20542
(202) 287-9286

National Organization on Disability
2100 Pennsylvania Ave., NW
Washington, D.C. 20037
(202) 293-5960

National Organization
for Rare Disorders
P.O. box 8923
New Fairfield, CT 06812
(203) 746-6518

National Rehabilitation Association
633 South Washington Street
Alexandria, VA 22314
(703) 836-0850

The National Society for
Children and Adults With Autism
1234 Massachusetts Ave., NW,
Suite 1017
Washington, D.C. 20005-4599
(202) 783-0125

Parent Advocacy Coalition
for Educational Rights
Pacer Center, Inc.
4826 Chicago Avenue, South
Minneapolis, MN 55417-1055

President's Committee on
Employment of the Handicapped
1111-20th Street, Northwest, Rm. 636
Washington, DC 20036
(202) 653-5044
(202) 653-5050 (TDD)

Spina Bifida Assoc., of America
1700 Rockville Pike #540
Rockville, MD 20852-1631
(800) 621-3141
(301) 770-7222

United Cerebral Palsy Assoc.
66 East 34th Street
New York, NY 10016
(212) 481-6300
(800) USA-1UCP

RECOMMENDED BOOKS FOR PARENTS AND OTHER CAREGIVERS OF DEVELOPMENTALLY DISABLED PERSONS

ADVOCACY

Herr, Stanley S. Rights and Advocacy for Retarded People. Lexington Books, 1983.
Legal Resources for the Mentally Disabled: A Directory of Lawyers and Other Specialists. American Bar Association Commission on the Mentally Disabled, 1983.
Youngblood, Grace Strano and Gerald J. Benberg. Planning and Operating Group Homes For the Handicapped. Research and Training Center in Mental Retardation, Texas Tech. University, 1983.

AGING

Herrera, Paul M. Innovative Programming for the Aging and Aged and Mentally Retarded/Developmentally Disabled Adult. Exploration Series Press, 1983.
Hey, We're Getting Old: A Monograph on Aging and Mental retardation. National Institute on Mental Retardation, 1983.

BEHAVIOR MANAGEMENT

DeRisi, William J. Writing Behavioral Contracts: A Case Simulation Practice Manual. Research Press, 1975.
Gattozzi, Ruth. What's Wrong With My Child? How to Understand and Raise a Behaviorally Difficult Child. McGraw-Hill, 1986.
Mitchell, Lynda K. Behavioral Intervention in the Sexual Problems of Mentally Handicapped Individuals in Residential and Home Settings. Charles C. Thomas, 1985.

DAILY LIVING SKILLS

Caston, Don. Easy to Make Aids For Your Handicapped Child. Prentice Hall, 1982.
Conacher, Gwen ed. Kitchen Sense for Disabled People. Croom Helm, 1986.
Cruzic, Kathleen. Disabled? Yes Defeated? No: Resources for the Disabled and Their Families, Friends and Therapists. Prentice Hall, 1982.
Edgerton, Robert B. ed. Lives in Process: Mildly Retarded Adults in a Large City. American Association on Mental Deficiency, 1984.
Gilbert, LaBritta. I Can Do It, I Can Do It: 135 Successful Independent Learning Activities. Gryphon House, 1984.
Jay, Peggy. Choosing the Best Wheelchair Cushion For Your Needs, Your Chair, and Your Lifestyle. rev. ed. Royal Association for Disability and Rehabilitation, 1984.
Shennan, Victoria. Improving the Personal Health and Daily Life of the Mentally Handicapped: a Caregiver's Handbook. Prentice-Hall, 1984.

FAMILY RELATIONSHIPS

Goldfarb, Lori A. Meeting the Challenge of Disability or Chronic Illness: A Family Guide. Paul H. Brookes, 1986.
Jones, Monica Loose. Home Care For the Chronically Ill or Disabled Child: A Manual and Source Book for Parents and Professionals. Harper and Row, 1985.
Markel, Geraldine Ponte and Judith Greenbaum. Parents are to be Seen and Heard: Assertiveness in Educational Planning for Handicapped Children. Impact, 1979.

Tingey-Michaelis, Carol. Handicapped Infants and Children: A Handbook for Parents and Professionals. University Park Press, 1983.
Perske, Robert. Hope for the Families: New Directions for Parents of Persons With Retardation or Other Disabilities. Abingdon, 1981.
Westin, Jeane. The Coming Parent Revolution. Rand McNally, 1981.
Whelan, Edward. Help Mentally Disabled Young People Cope With The Demands of Everyday Life: A Guide for Parents, Teachers and Other Care Givers. Prentice Hall, 1983.

LEISURE ACTIVITIES

Atack, Sally M. Art Activities for the Handicapped Child: A Guide for Parents and Teachers. Prentice Hall, 1982.
Crain, Cynthia D. Movement and Rhythmic Activities for the Mentally Retarded. Charles C. Thomas, 1981.
Daubert, James R. Horticulture Therapy for the Mentally Handicapped. Chicago Horticultural Society, 1981.

MEDICAL NEEDS

Batshaw, Mark L. and Yvonne M. Perrett. Children With Handicaps: A Medical Primer. Paul H. Brookes, 1986.

SEX EDUCATION

Cornelius, Debra A. Who Cares: Handbook on Sex Education and Counseling Services for Disabled People. 2nd edition. Pro-Ed, 1982.
Lieberman, Dawn A. Sexuality and Social Awareness: A Curriculum for Moderately Autistic and/or Neurologically Impaired Individuals. The Benhaven Press, 1979.
Mitchell, Lynda K. Behavioral Intervention in the Sexual Problems of Mentally Handicapped Individuals: In Residential and Home Settings. Charles C. Thomas, 1985.

STAFF DEVELOPMENT

Gardner, James F., and Michael S. Chapman. Staff Development in Mental Retardation Services: A Practical Handbook. Paul H. Brookes, 1985.

VOCATIONAL/EDUCATION

Jones, Marilyn. Exploring Computer Careers for the Handicapped. Rosen Publishing Group, 1985.
Lakin, K. Charlie and Robert H. Bruininks, eds. Strategies for Achieving Community Integration of Developmentally Disabled Citizens. Paul H. Brookes, 1985.
Lane, Alaine, ed. Curriculum Development for the Mentally Handicapped. Longman, 1986.
Lovaas, O. Ivar. Teaching Developmentally Disabled Children: The Me Book. University Park Press, 1981.
Marks, Edith and Adele Lewis. Job Hunting for the Disabled. Barron's, 1983.
Rusch, Frank R. Vocational Training for Mentally Retarded Adults: A Behavior Analytic Approach. Research Press, 1980.

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LIBRARY SERVICES

Champlin, John. Books, Puppets and the Mentally Retarded Student, Special Literature Press, 1981.

Johnson, Jenny. New York Public Library; Bibliography of Selected Titles on Disability and Disabled Persons: Procedures and Selected Sources.

Lucas, Linda. The Disabled Child in the Library: Moving Into the Mainstream. Libraries Unlimited, 1983.

Lucas, Linda, ed. Library Service to Developmentally Disabled Children and Adults. American Library Association. ASCLA, 1982.

Nauratil, Marcia J. Public Libraries and Non-tradtional clienteles - The Politics of Special Services. Greenwood Press, 1985.

Petrie, Joyce. Mainstreaming in the Media Center. Oryx Press, 1982.

Sensitivity to the Disabled. Library Video Network, 1982 (29 min. video tape).

Stanfield House. The Library Is For You, The Library Is For Everyone. FS/CASS.

Thomas, Carol H. and James L., ed. Meeting the Needs of the Handicapped: A Resource For Teachers and Librarians. Oryx Press, 1980.

Thomas, James L. Library Services for the Handicapped Adult., Oryx Press, 1982.

Wright, Kieth C. Library and Information Services for Handicapped Individuals. 2nd ed. Libraries Unlimited, 1983.

PUBLISHERS OF HI/LOW AND ADULT BASIC EDUCATION MATERIALS

AMSO School Publications
315 Hudson Street
New York, NY 10013

Book-Lab, Inc.
500 74th Street
North Bergen, NJ 07047

Bowmar/Noble Publishers
P.O. Box 25308
Oklahoma City, OK 73125

Cambridge Book Co.
888 Seventh Avenue
New York, NY 10106

Changing Times Ed. Serv.
Division of EMC Corp.
300 York Avenue
St. Paul, MN 55101

Contemporary Books
180 North Michigan Avenue
Chicago, IL 60601

Continental Press
Elizabethtown, PA 17022

Crestwood House, Inc.
P.O. Box 3427
Mankato, MN 56002-3427

Dormac, Inc.
P.O. Box 1699
Beaverton, OR 97075-1699

Doubleday & Co.
245 Park Avenue
New York, NY 10017

Education Design, Inc.
P.O. Box 31975
Aurora, CO 80041

Follett Library Book Co.
1010 W. Washington Blvd.
Chicago, IL 60607

Garrard Publishing Co.
29 Goldsborough Street
Easton, MD 21601

Heinemann Educational Books
70 Court Street
Portsmouth, NH 03801

Hopewell Books, Inc.
1670 Sturbridge Dr.
Rd #1 432
Seweckley, PA 15143

Jamestown Publishers
Post Office Box 9168
Providence, RI 02940

Janus Book Publishers
2501 Industrial Parkway, West
Hayward, CA 94545

Lerner Publications Co.
241 First Avenue, North
Minneapolis, MN 55401

Literacy Volunteers of America
5795 Widewaters Pkwy.
Syracuse, NY 13214

Loft , Barnell, Ltd.
958 Church Street
Baldwin, NY 11510

Longman, Inc.
95 Church St.
White Plains, NY 10601

Lutheran Church Women
2900 Queen Lane
Philadephia, PA 19129-1091

Macmillan Publishers
866 Third Avenue
New York, NY 10022

National Textbook Co.
4255 West Touhy Avenue
Chicago, IL 60646

New Readers Press
Box 131
Syracuse, NY 13210

Pitman Learning, Inc.
(and Fearon Education)
19 Davis Drive
Belmont, CA 94002

Prentice-Hall
Route 9W
Englewood Cliff, NJ 07632

Readers Digest Services
200 Park Avenue
New York, NY 10166

Regents Publishing Co., Inc.
2 Park Avenue
New York, NY 10016

Scholastic Inc.
730 Broadway
New York, NY 10003

Scott Foresman and Co.
1900 East Lake Avenue
Glenview, IL 60025

SSS
330 Bailey Rd.
Rosemont, PA 19010

Steck-Vaughn Co.
P.O. Box 2028
Austin TX 78767

Franklin Watts
Grolier, Inc.
Shermann Tpke.
Danbury, CT 06816

Western Publishing Co.
1220 Mound Avenue
Racine, WI 53401

Westminster Press
925 Chestnut Street
Philadelphia, PA 19107

***Also see the ADULT BASIC EDUCATION columns in Booklist magazine.**

COMPANIES PRODUCING MATERIALS FOR AND ABOUT PERSONS WITH MENTAL RETARDATION

Access Unlimited/SPEECH Enterprises
10622 Fairlane Drive
Houston, TX 77024

American Library Association
Association of Specialized and Cooperative
Library Agencies
50 East Huron Street
Chicago, IL 60611

Bi-Folkal Productions
911 Williamson
Madison, WI 53703

Closing the Gap
P.O. Box 68
Henderson, MN 56044

Edmark Associates
P.O. Box 3903
Bellevue, WA 98009

Ednick Communications
P.O. Box 3612
Portland, OR 97208

Gallaudet Bookstore
Kendall Green
P.O. Box 103
Washington, D.C. 20002

Hubbard
P.O. Box 104
Northbrook, IL 60062

James Stanfield
Publishing Company
P.O. Box 1983
Santa Monica, CA 90406

Kids On the Block, Inc.
822 North Fairfax Street
Alexandria, VA 22314

Lawren Films/Video
P.O. Box 666
Mendocino, CA 95460

Mafex
90 Cherry Street
Box 519
Johnstown, PA 15907

Publications Office Q
Sister Kenny Institute
Abbott Northwestern
Hospital, Inc.
800 East 28th Street
Minneapolis, MN 55407

Research Press
Box 3177 Dept. H
Champaign, IL 61821

SAMPLE CATALOGS TO ORDER

The following companies produce or distribute specialized products to assist disabled persons with their home management, transportation, and communication needs.

Accent On Living Buyer's Guide
Accent on Living
Box 700
Bloomington, IL 61702
$10; issued annually
This covers manufacturers and dealers for products such as automobile controls, mobility aids, adapted clothing, and home management aids.

Aids And Devices Catalog
Bossert Specialties, Inc.
P.O. Box 15441
Phoenix, AZ 85060
Bossert is a small company specializing in products for the visually impaired.

Aids Unlimited Catalog
Aids Unlimited
1101 N. Calvert St., Suite 405
Baltimore, MD 21202
Aids Unlimited produces an assortment of assistive devices for disabled persons.

Fashion Able For Better Living
Fashion Able
5 Crescent Ave.
Box S
Rocky Hill, NJ 08553
This catalog includes medical and home management aids and special products such as card shufflers and reach extenders.

Hal-Hen Company Catalog
Hal-Hen Company, Inc.
P.O. Box 6077
Long Island City, NY 11106-4416, 1-800-242-5436
Hal-Hen is a leading supplier of hearing aid accessories and assistive devices.

Harc Mercantile, Ltd.
Harc Mercantile, Ltd.
P.O. Box 3055
Kalamazoo, MI 49003-3055
1-800-445-9968 Voice, or 616-381-2219 TDD
cost: $2.50
A catalog for hearing-impaired people including amplified stethoscopes, emergency aids, travel aids, and home monitoring/security systems.

Independent Living Aids
Independent Living Aids, Inc.
11 Commercial Ct.
Plainview, NY 11803
1-800-262-7827
This catalog covers assistive devices for persons with mobility and visual impairments.

Heidico, Inc.

Heidico, Inc.
444 South Montezuma St.
Prescott, AZ 86301

A catalog of special-purpose devices to aid in the control of motion, sight, hearing, smell, speech, touch, time, intrusion, communicaiton, data, safety, grasp, light, temperature, and leverage.

Maxi-Aids for Independent Living

Maxi-Aids
86-30 102nd St.
Richmond Hill, NY 11418

Maxi-Aids produces assistive devices for visually-impaired persons.

Products For People With Vision Problems

Consumer Products
American Foundation for the Blind
15 West 16th St.
New York, NY 10011

AFB sells products for blind and visually-impaired persons including canes, braille watches, board games, large-print playing cards, and kitchen aids.

Products From The AT&T National Special Needs Center

AT&T National Special Needs Center
2001 Route 46
Parsippany, NJ 07054, 1-800-233-1222

This includes telephone devices for persons with hearing, speech, and vision problems.

Rifton Equipment For The Handicapped

Rifton
Route 213
Rifton, NY 12471

Rifton produces specialized equipment for severely disabled chidren and adults.

Science Products

Science Products
Box A
Southeastern, PA 19399, 1-800-822-7400

Science Products specializes in vision aids, computers, and toys for the visually impaired.

Sears Home Health Care Specialog

(available in local Sears stores)

This catalog includes a variety of products available from Sears including wheelchairs, telecaption decoders, adapted clothing, and mobility aids.

Special Needs Catalog For Hearing Impaired

HARC Mercantile, Ltd.
P.O. Box 3055
Kalamazoo, MI 49003-3055, 1-800-445-9968

This catalog includes a wide range of products for deaf and hearing-impaired persons including personal FM systems, alerting devices, telephone aids, and hearing aid batteries.

Special Products For Special Needs

Danmar Products, Inc.
2390 Winewood
Ann Arbor, MI 48103

Danmar specializes in helmets, swimming aids, and seating accessories for wheelchairs.

Special Things For Special Kids

J.A. Preston Corp.
60 Page Rd.
Clifton, NJ 07012, 1-800-631-7277

Preston produces positioning seats, car seats, and play equipment.

Sonic Alert

Sonic Alert
209 Voorheis
Pontiac, MI 48053
313-858-8957 Voice/TDD

A catalog of devices which turn sound into light and/or vibrations, for such as smoke and fire alarms, telephone and doorbell rings, burglar alarms, baby cries.

Vis/Aids

Vis/Aids
86-30 102 St.
Richmond Hill, NY 11418

They produce devices for persons with all types of disabilities.

GLOSSARY

Adaptive Behavior: Degree with which an individual meets the standards of personal independence and social responsibility.

ARC: Association for Retarded Citizens. A national, state, and local agency which advocates for the rights of persons who are mentally retarded.

Cluster Homes: A residential facility for 24 developmentally-disabled persons with three homes clustered together in a residential neighborhood.

Developmental Centers: A residential facility for 63 or 64 developmentally-disabled persons with 4 houses and one administration building.

Developmental Disabilities: A severe, chronic disability which is attributable to a mental or physical impairment, manifested before age 22, that results in substantial functional limitations, and is likely to continue indefinitely. Developmental disabilities include mental retardation, cerebral palsy, autism and epilepsy.

FDLRS: Florida Diagnostic and Learning Resource System. Support system serving exceptional student education programs in Florida through a network of 18 associate centers. Services are available to professionals, parents, and any other interested persons and include loan collections of print and non-print materials and the provision of information.

Group Home: A residential facility housing at least 4 and not more than 16 people, which provides a family living environment.

ICF/MR: Intermediate Care Facility for the Mentally Retarded is licensed in accordance with state law and certified by the federal government as a provider of Medicaid services.

Mental Retardation: Subaverage intellectual functioning with deficits in adaptive behavior.

Residential Facility: Provides room, board, and personal care for persons living there.